

A large graphic on the left side of the page consists of several nested, right-angled triangles pointing to the right. The triangles are filled with a gradient of brown and tan colors, with the innermost triangle being the darkest and the outermost being the lightest. The triangles are separated by thin white gaps.

2006 Annual Report

**A.T. Still University**

Vision  **Forward**

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# Message from the Chair



First of all, I would like to thank the many people who make the great work of A.T. Still University (ATSU) possible: the trustees, alumni, administrators, faculty, staff, donors, and friends. You all have key roles to play, and the continuing advancement of ATSU indicates that you have played these roles well.

I understand that about a million dollars was obtained from foundations and corporations and a half million dollars from community groups last year. Alumni giving continues to increase each year, with KCOM's Annual Fund approaching a million dollars last year. The Mesa Campus's faculty and staff giving approached \$100,000 with over 90 percent participation last year.

Both campuses report great success in research activities. ATSU-KCOM was *one of six medical schools in the U.S.* to receive a \$750,000 grant to teach evidence-based learning, while the ATSU-ASHS faculty reported 66 publications last year.

Board scores for the schools continue at or near 100 percent passing rates for first-time takers. ASDOH first (!) year students had a

93 percent pass rate. The Part III Board scores for KCOM students were the *highest in the nation* with an extraordinary average of 96 percent correct answers.

Our schools are also becoming increasingly sought after by applicants, with 3,000 applicants recently applying for 54 positions at our dental school, ASDOH. The School of Health Management (SHM) is growing rapidly, with a hundred percent increase in enrollment last year.

The University finished the last fiscal year on June 30, 2006 with an accrual gain of \$4.9 million, which was almost two million dollars above the budgeted gain of three million dollars, largely due to fundraising and endowment returns. As of that same date, the total investments of ATSU had a market value of \$87.5 million.

All these facts indicate a university in very good academic, research, and financial shape. Thank you for your past help and please help us in the future.

Sincerely,

A handwritten signature in black ink that reads "Stephen A. Kardos".

Stephen A. Kardos, D.O.  
Chair, Board of Trustees



## Message from the President



This past year, A.T. Still University (ATSU) has surpassed its great performances in past years.

Fundraising reached \$11.5 million for the \$10 million dollar Connell Information Technology Center thanks to alumni, foundations, corporations, administrators, faculty, and staff. This *state-of-the-art* building is under construction and should be completed by the summer of 2007. During the last six months, \$3 million dollars was raised, beating the previous year's all-time record for fundraising.

During the past year, the Board of Trustees approved two new doctoral programs, bringing our total to seven: D.O., D.M.D., Au.D., D.P.T., D.H.Ed., D.H.Sc., and the Ph.D. Last year, ATSU awarded 379 doctoral degrees (not counting medical and dental degrees) which placed ATSU at *10th in the nation* when compared with a list of doctoral degrees from private universities. ATSU's number of doctoral degrees is between Johns Hopkins University (386) and the University of Chicago and Yale University (both at 327).

Last summer, ATSU administrators met in Arizona to discuss how to inculcate, foster,

and measure compassion and integrity in the students of our schools. Last fall, we brought virtually the entire faculty from Kirksville to Arizona to meet with the Arizona faculty to discuss compassion, integrity, and the osteopathic principles. We are determined to provide *the finest quality possible* for graduate education in the health sciences.

Our proposed new osteopathic medical school in Arizona became a reality this past year when it received the highest accreditation possible at this phase of its existence. Dean Douglas Wood, D.O., Ph.D. is now recruiting students who will start on July 31, 2007. They will be trained to work in underserved areas.

As you read this report, we hope you will agree that we have a very special university. We believe that it is *the most important university in America* because of its exemplary humanistic and comprehensive healthcare principles. Please help us develop and spread these principles.

Sincerely,

A handwritten signature in dark ink, reading "James J. McGovern". The signature is written in a cursive, flowing style.

James J. McGovern, Ph.D.  
President

# The Search for Vision

President  
James J. McGovern, Ph.D.

*This article describes the search for a Vision which defines **how** A.T. Still University can best implement its Mission (p. 13).*

## Overview

In order to develop a valid vision, we must first understand the related past, present, and future, and then identify a significant set of challenges which our particular capabilities can best address.<sup>1</sup>

In *The Past* section, a number of philosophers over several centuries are referenced. Each of them focused on a different aspect of higher education that, when combined, provided a comprehensive sense of the dimensions involved in professional education. Also in this section, the origins of Aristotle's four perspectives on reality are explained since they will be shown in a later section to align with osteopathic principles.

In *The Present* section, the shortcomings and essential properties of today's universities are described, along with the background behind the current healthcare focus on bodily problems. This limited focus has led to a neglect in addressing mental and spiritual aspects. Also in this section, some recent research findings in the neurosciences are

explained since they have important impacts on learning and healing.

In *The Future* section, several contemporary management experts are quoted to suggest present trends and hence future developments. Implications for higher education and healthcare are given.

In the *Significant Purpose* section, the importance of "teaching the teachers" and the use of the four osteopathic principles to provide a "format" for understanding the interactions among the body, mind, and spirit is outlined.

## The Past

Around 400 B.C., Socrates taught that the pursuit of personal (ethical and intellectual) development (*humanitas*) should be the underlying goal of education.<sup>2</sup> His pupil, Plato, founded the Academy at Athens and focused on training *leaders and teachers* to thereby magnify his efforts in trying to help people.<sup>3</sup> In turn, Plato's pupil, Aristotle, taught that interactions among people were necessary to obtain truths.<sup>4</sup> These personal developments have continued to prove their usefulness over the many intervening centuries.



Commencement is a public profession to help others.

One of Aristotle's great accomplishments was showing how the four schools of thought of Pythagoras, Thales, Heraclitus, and Plato were not contradictory but merely addressing different perspectives or dimensions of reality.<sup>5</sup> Aristotle's four types of causes of change have never been improved and have been shown to correspond to many things such as the four personality types, the four basic schools of management, and the four principles of osteopathy. Therefore, understanding the four principles of causality also suggests something of enduring usefulness.

In the early days of the Roman Empire, Quintilian taught that the task of education was to stimulate the student's mental ability and that learning must be done by the students in their own ways.<sup>6</sup> Quintilian also explained that rhetorical dialogues were the media that had to be mastered to produce good actions. Later, in the Middle Ages, the main medium of intellectual communication was writing. Today, media include computer depictions, system (flow) models, metaphors, etc. as well as the verbal and written forms of communication. Teaching the skilled use of various types of media has been shown to be highly useful throughout history.

The medieval universities were modeled on the University of Paris, which was reportedly structured on the reasoning methods of Alcuin and Erigena.<sup>7</sup> They taught that reasoning did not need an authority to support it, but rather authority should come from reasoning.<sup>8</sup> This became the basic tenet and contribution of the medieval university. Others, at Oxford University, such as Roger Bacon, developed reasoning into a science (the scientific method) by the alternate use of inductive and deductive reasoning.<sup>9</sup> Bacon explained that ideas were man-made constructs and that logic could be misleading or flawed and so conclusions had to be crosschecked by using several lines of reasoning.<sup>10</sup> While specific understandings or conclusions have proven to be short-lived over the centuries, understanding reasoning methods themselves has not.

**In summary, the history of higher education has shown the continuing need to educate leaders and teachers to be humane, conscious of multiple causes, and skilled in the use of media and reasoning itself.**

## The Present

Regarding higher education today, a recent article in the international magazine, "The Economist," had the following conclusion:

*The university, ... is a hopelessly antiquated institution, wedded to outdated practices such as tenure and lectures, and incapable of serving a new world of mass audiences and just-in-time information.*<sup>11</sup>

In 1999, ten American and ten European university administrators met in Glion, Switzerland to propose what was essentially needed in higher education today. "The Glion Declaration: The University at the Millennium" made the point that teaching involves "not just the transfer of technical information, however sophisticated, but also the balanced development of the whole person."<sup>12</sup>

The Declaration also included the following:

Affirming the Ancient Values Upon Which the Academy is Established:

*In a society of shifting goals and uncertain values, the university must stand for something more than accurate data and reliable information, even more, not only of knowledge, but also of the **values** on which that*

knowledge depends; not only of professional skills, but also of the *ethical obligations* that underlie those professional skills; not only of scholarly inquiry, disciplined learning and broad understanding, but also of the *means* [reasoning, media, etc...] that make inquiry, learning, and understanding possible.<sup>13</sup>

During the last century, great progress has been made by bringing scientific thinking to bear on healthcare. However, there now appears to be a disproportionate focus on science, especially while communicating with patients.<sup>14</sup> The scientific focus has also diminished interest in treatment of the spiritual, which has been recently defined as including “the will, the emotions, the meanings,…”<sup>15</sup> Consequently, there is a present need for a holistic philosophy of healthcare that includes the mind and spirit as well as the body.<sup>16</sup>

There is also a present need for better healthcare management. The lack of focus on the personal needs of patients as well as the corporate needs for profits, strategic planning, technological advances, etc. suggest a need for a type of “holistic management.”

During the last decade, there has been great progress in studying the body-mind-spirit interactions.<sup>17, 18, 19, 20, 21, 22</sup> For instance, we now know that “Descartes’ dualism” or the separation of the body and spirit is misleading. Rather, the spirit (will, drives, beliefs,...) can affect the body and visa versa. Research has shown that learning is an *interplay* between the mind and spirit in an individual, with a corresponding structure being developed in the brain (body).<sup>23</sup> Healing has also been shown to involve the spirit interrelating with the body through the brain structures.<sup>24</sup> Understanding the body-mind-spirit interactions promises to be highly useful for life-long learning and comprehensive healing.

**In summary, an overview of present developments suggests that the ancient values of humanistic, ethical, and reasoning skills continue to be needed. This section also reveals a need for a holistic philosophy of healthcare, healthcare management, and healthcare education, with an understanding of the interplay among the body, mind, and spirit.**

## The Future

Clayton Christiansen, in his recent book, *Seeing What’s Next*, suggests several evolving needs in higher education. For instance, he claims that working professionals will need ways to obtain exactly *what* they need to learn and precisely *when* they need to learn it.<sup>25</sup>

*Potentially disruptive innovators are mastering new ways of teaching. Instead of delivering multiyear, multidisciplinary programs, they are developing a set of highly specialized shorter offerings. They are developing the unique ability to use technology to facilitate the learning process.*<sup>26</sup>

Innovative institutions are also not directly competing with “brand-name” universities, but rather seem to be borrowing some of their best assets:

*Branding would therefore migrate from the assembler-the university-to the source instructor. It might be very important that you took a course on Process Redesign from the guru Michael Hammer, but be unimportant whether you took the course at a university, your corporation, or an Internet-based offering.*<sup>27</sup>

That last quotation echoes what Cisco CEO John Chambers said: “Education over the Internet is going to be so big; it is going to make e-mail usage look like a rounding error.”<sup>28</sup>

The Internet has replaced the need for travel and thereby further increased the globalization of higher education. The “thick” (brick and mortar) university structures are being replaced by the “thin” (online/distant learning) structures of today’s universities.<sup>29</sup> However, since good information is being exchanged increasingly internationally today, in the future a competent and competitive university will need to strive to be internationally attuned, cooperative, and contributive.

Education in the future will need to teach health professionals how to link many possible diagnoses with many possible treatments, making Internet programs and corresponding skills increasingly important.<sup>30</sup> For instance, search engines on national databases can scan thousands of publications using thousands of combinations of symptoms, if health professionals are taught computerized analyses methods.

**In summary, knowledge is becoming so immense that it will be increasingly important to provide it when and as needed. Knowledgeable teachers will become more important than their universities due to an increasing role for the Internet. Trends suggest the development of increasingly specific measurements, analyses, and treatments, requiring less content and more method training, including scientific, statistical, and computer analysis methods.**

### Significant Purpose

John Naisbitt, author of *Megatrends* and other books, sees developing an institutional purpose as solving a “puzzle” of present needs. An institution needs to “see” how several needs can be combined/integrated to correspond with an institution’s unique capabilities. To give one example, he says: “The pieces merged into a picture of how...to balance the material wonders of technology with the spiritual demands of our human nature.”<sup>31</sup> That is, institutional purpose or vision needs to

address the new developments as well as the ancient, ever-present human needs. A further requirement for vision is to match major challenges with institutional capabilities.

We know from the review of recent research cited above that both learning and healing depend on teachers and practitioners activating the inner natural mechanisms of their students or clients. For example, *compassion* by the caregiver (mother, teacher, practitioner) can unlock the mechanisms controlled by the brain involved in both learning and healing. Also, to continue to be effective, we need to develop *integrity* which can be developed by showing examples of seeing the whole situation, reacting honestly, and having the courage to do what is right.<sup>32</sup>

We believe that A.T. Still University has the aggregate understanding of learning and healing principles to clearly appreciate *what* values and skills need to be developed and *how* to develop them during the educational process. Indeed, this University knows what to include in the degree process and what to leave for future educational updates.

A.T. Still University also has the best understanding of the internationally regarded healthcare principles developed by its founder, A.T. Still. These principles align with the universal types of causes of change outlined by Aristotle and therefore should likewise prove widely useful for many more centuries.

**In summary, the fact that A.T. Still University has an unrivaled understanding of comprehensive learning and healing principles as well as ways to develop humane and methodologically skilled students suggests that it is in an excellent position to educate future generations of practitioners, teachers, and leaders for the health professions.**

The following table indicates the correspondence of the osteopathic principles with Aristotle’s causes:<sup>33</sup>

**TABLE I**  
**Correspondence of Causality Types and Osteopathic Principles**

School of Thought	Type of Cause	Osteopathic Principle
1. Pythagoras	Form(al)	Interactive Unity Among Mind, Body, Spirit
2. Thales	Material	Structure-Function Interdependencies
3. Heraclitus	Efficient	Self-Healing Mechanisms
4. Plato	Final	Meaning-Expectancy Responses

The next table illustrates how the osteopathic principles provide an overview and comprehensive “format” to study the interactions within and among the body, mind, and spirit.

**TABLE II**  
**Matrix of Osteopathic Principles and Body, Mind, and Spirit**

Principle	Mind	Body	Spirit
1. Interactive Unity	x	x	x
2. Structure-Function	x	x	x
3. Self-Healing Mechanism	x	x	x
4. Meaning-Expectance	x	x	x

**Vision Statement**

**A.T. Still University should become the global leader in advancing osteopathic principles and humane, methodological, and integrative (body-mind-spirit) approaches to healthcare by educating leaders, teachers, and practitioners in these principles, values, skills, and perspectives.**



## END NOTES

1. Ken Blanchard, *Leading at a Higher Level* (Upper Saddle River, New Jersey: Prentice Hall, 2007) p. 27.
2. James J. McGovern, *The Changing University*, (manuscript), p. 10.
3. Edward J. Powers, *Main Currents in the History of Education* (New York: McGraw Hill, 1962), p. 84.
4. McGovern, pp. 15-16.
5. Ibid.
6. Powers, pp. 147-149.
7. Hastings Rashdall, *The Universities of Europe in the Middle Ages* (Harvard University Press, 1927).
8. McGovern, p. 51.
9. Ibid., p. 65.
10. Ibid.
11. Adrian Wooldridge, "The Brains Business," *The Economist*, September 10, 2005, p. 4.
12. Frank Rhodes, "The Glion Declaration" in Werner Z. Hirsch's *Challenge Facing Higher Education at the Millennium*, (Phoenix, Arizona: The Oryx Press, 1999), p. 182.
13. Ibid., p. 179.
14. Thomas R. Egnew, "The Meaning of Healing," *Annals of Family Medicine*, Vol. 3, No. 3, May/June 2005, p. 255.
15. Ibid., p. 258.
16. Ibid.
17. Candace B. Pert, *Molecules of Emotion*, (New York: Scribner, 1997).
18. Joseph Le Doux, *Synaptic Self*, (New York: Penguin Group, 2002).
19. James J. McGovern and Rene J. McGovern, *Your Healer Within*, (Tucson, AZ: Fenestra Press, 2003).
20. Jeffrey M. Schwartz, *The Mind and the Brain*, (New York: Harper Collins, 2002).
21. David Servan-Schreiber, *The Instinct to Heal*, (Rodale, 2004).
22. Sharon Begley, "How the Brain Rewires Itself", *Time*, Jan. 29, 2007, pp. 72-79.
23. Stanley I. Greenspan and Stuart G. Shanker, *The First Idea* (Cambridge, MA: Perseus Book Group, 2004), p. 7.
24. Esther M. Sternberg, *The Balance Within*, (New York: W. H. Freeman and Company, 2000), p. 206.
25. Clayton M. Christensen, Scott D. Anthony, and Erik A. Roth, *Seeing What's Next: Using the Theories of Innovation to Predict Industry Change*, (Boston, MA: Harvard Business School Press, 2004), p. 104.
26. Ibid., p. 116.
27. Ibid., p. 117.
28. Ibid., p. 125.
29. John C. Scott, "The Mission of the University: Medieval to Postmodern Transformation", *The Journal of Higher Education*, Vol. 77, No. 1. January-February, 2006, p. 31.
30. Christensen, p. 187.
31. John Naisbitt, *Mind Set: Reset Your Thinking and See the Future*, (New York: Harper Collins Publishers, 2006), p. 45.
32. Elizabeth Haas Edersheim, *The Definitive Drucker*, (New York: McGraw Hill, 2007), pp. 240-242.
33. McGovern and McGovern, p. 97.

# State of the University

## Vision▶Forward

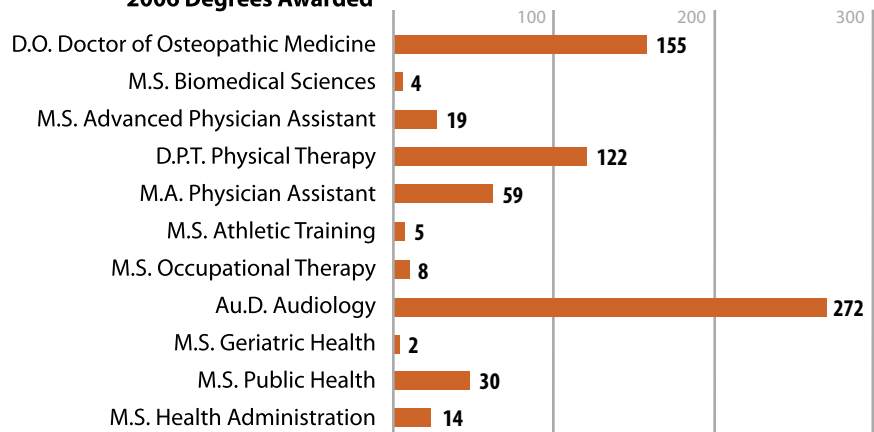
A.T. Still University of Health Sciences (ATSU) is a nationally recognized leader in health sciences education. ATSU includes the nation's founding school of osteopathic medicine, the Kirksville College of Osteopathic Medicine (KCOM), and the international School of Health Management (SHM), both located in Kirksville. The Mesa campus is home to the Arizona School of Health Sciences (ASHS), Arizona's first and only dental

school, the Arizona School of Dentistry & Oral Health (ASDOH), and ATSU's newest school, the as-yet unnamed, School of Osteopathic Medicine at Arizona, which opens its doors for students in July 2007.

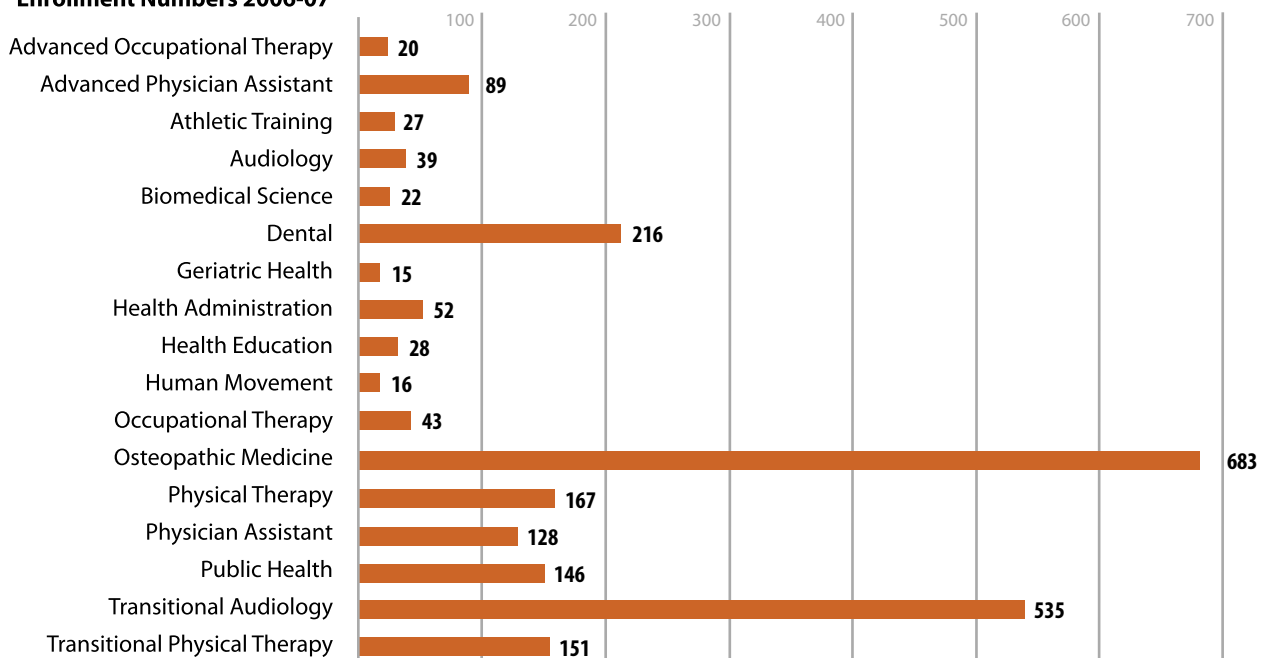
### New programs this year:

- ▶ D.H.Ed. Doctorate in Health Education.
- ▶ M.H.M. in Human Movement.

### 2006 Degrees Awarded



### Enrollment Numbers 2006-07





## Research & Grants

An important part of our mission is to aggressively pursue research in areas relating to osteopathic practices and principles. Again this year, ATSU was generously awarded grants to pursue its research, education, and service agendas.

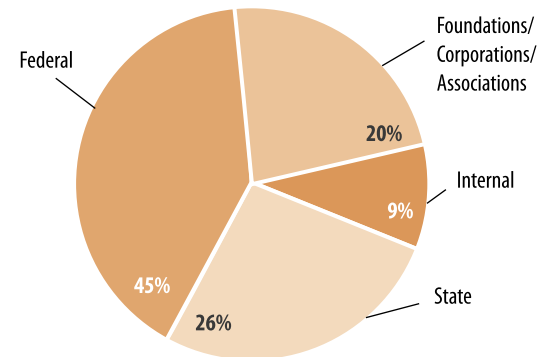
- ▶ 60 grants worth \$6 million.
- ▶ \$2 million proposal on osteopathic codes.
- ▶ Received a 4-year grant award worth \$756,000 from the National Institutes of Health.

## Sponsored projects

- ▶ ATSU had a total of \$2,977,763 in sponsored project awards.
- ▶ The three largest grant awards included: The federally and state-funded Missouri AHEC project, the northeast Missouri tele-health project funded by the Missouri Foundation for Health, and the federally funded Academic Administrative Units in Primary Care.
- ▶ Federally funded grants continue to support nearly half of all ATSU sponsored projects.

- ▶ Submitted a \$2.7 million proposal in conjunction with the University of Missouri.
- ▶ The George Washington Institute for Spirituality and Health (GWISH) awarded ATSU a \$50,000 grant for curriculum development funded by the John Templeton Foundation. ATSU was one of only four of the 144 medical universities to receive this prestigious award.

Sources of sponsored project awards at ATSU for FYE - June 30, 2006

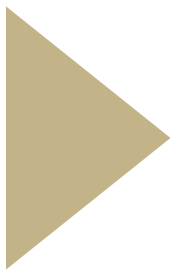


## A.T. Still Research Institute

Institute researchers submitted 29 grant proposals and received awards totaling over \$3.25 million, made eight presentation to scientific meetings and had 11 manuscripts accepted for publication in peer-reviewed journals.



▶ The mission of ATSU is to educate physicians, other healthcare practitioners, and educators who have compassion, integrity and ability, and promote osteopathic principles and practices.



## Advancement

Institutional Advancement includes programs of Kirksville and Mesa Campus' Development Departments and programs of the Still National Osteopathic Museum. As overview, ATSU received about \$3.2 million in private gift income in FY 2005-06 thanks to 2,224 donors. In addition, visitors and usage of the Museum had dramatic growth.

- ▶ The Kirksville Community Campaign exceeded its goal of \$180,000 by securing \$182,275 in gifts.
- ▶ Dedication of the Arizona School of Dentistry & Oral Health Special Care Clinic occurred in August and was funded with over \$822,000 in gifts and pledges.
- ▶ Private foundations/grants successfully secured \$405,750 in funded grants primarily for support of Mesa Campus programs.

## Highlights

- ▶ Received \$3,172,185 in private gift income from 2,224 donors. Excluding receipt of estate gifts, this is a 17.8% increase over the record 2004-05 private gift income.
- ▶ Completed the five-year campaign to fund construction for the Connell Information Technologies Center. The \$10.25 million goal was exceeded by more than \$800,000 and the new facility is scheduled to open in summer 2007.
- ▶ As part of the Connell Center Campaign, ATSU was awarded a prestigious Kresge Challenge grant from the Kresge Foundation generating close to \$1 million in additional gifts.
- ▶ Created the Founding Member Program for the School of Osteopathic Medicine at Arizona to begin building the fundraising base for the newest ATSU school.
- ▶ Assisted with growth of ATSU's endowment from \$49.9 million in June 2005 to \$53.6 million in June 2006.

### Summary of ATSU Gift Income for Fiscal Year 2005-2006 (not audited)

ATSU completed gifts (both campuses)

Alumni Gifts	\$ 906,245
Estates	893,973
Corporate/Business/Organizations	327,720
Foundations	551,750
Friends	492,497

**Total Gifts Received \$3,172,185**

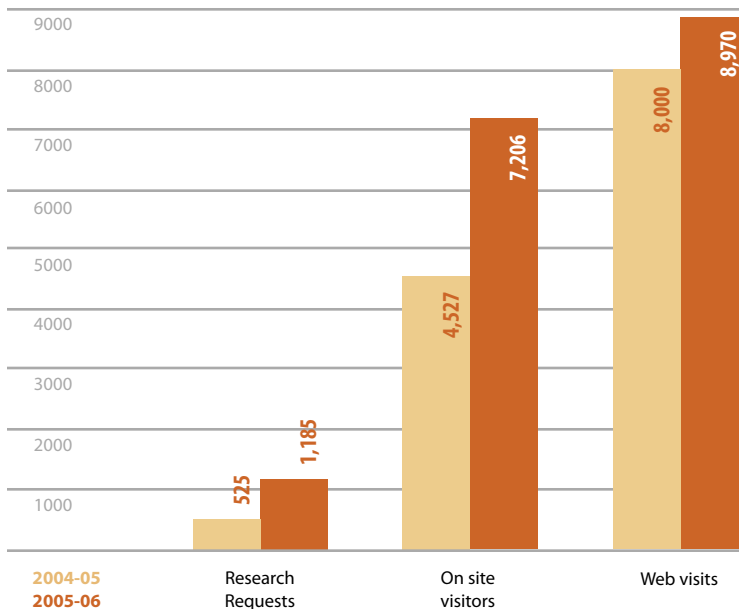
**Still National  
Osteopathic Museum**

ATSU is honored to be the home of the Still National Osteopathic Museum, a repository used by researchers from around the world. Interest and use in the museum grew again this year.

**Museum highlights**

- ▶ Research queries more than doubled from 525 to 1,185; visits to the Museum went from 4,527 to 7,206; and visits to the Museum’s website were up over 10 percent.
- ▶ The Museum continued to expand contacts with international healthcare professionals, particularly German physicians regarding research needs to learn more about osteopathic medicine.

**Museum Growth 2004-2006**



**Mission Statement**



Consistent with the University’s heritage as the founding school of osteopathic medicine, the mission of A.T. Still University of Health Sciences is to educate students to become competent healthcare professionals who continuously develop and demonstrate compassion, integrity, and ability, while advancing osteopathic principles and philosophy. The institution is committed to scholarly inquiry that anticipates and addresses society’s healthcare needs. The University encourages its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the interaction of body, mind, and spirit.

# KCOM

## Year in Review

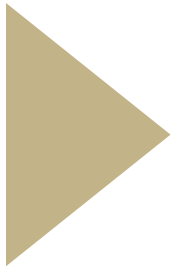
Kirksville College of Osteopathic Medicine continues to attract the best and brightest medical students and we benefit from the energy and commitment our students bring to the Kirksville Campus.

### 2003-04 Top Ten Specialty Choices (alphabetically)

- ▶ Anesthesiology
- ▶ Emergency Medicine
- ▶ ENT
- ▶ Family Practice
- ▶ Internal Medicine
- ▶ Obstetrics and Gynecology
- ▶ Pediatrics
- ▶ Radiology
- ▶ Surgery

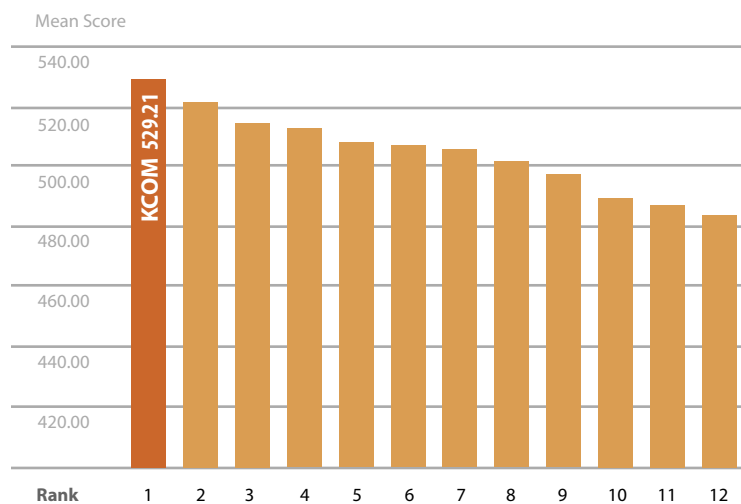
### 2006:

- ▶ 9% increase in applicants.
- ▶ One-third of KCOM graduates chose primary care.
- ▶ Male Students: 416 (59%).
- ▶ Female Students: 289 (41%).
- ▶ Incoming D.O. class has 34 full ride military scholarships – most in the past 25 years.
- ▶ KCOM ranks first (96.03%) on COMLEX Level 3 passing rates and first (529.21) on the ranking of school mean scores.



### COMLEX Level 3 - Ranks of School Mean Scores

Sept. 2005-Aug. 2006

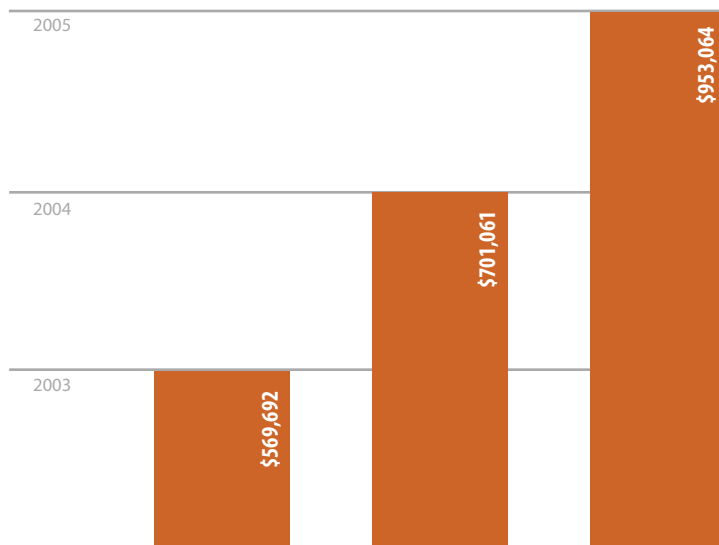


KCOM, the founding school of osteopathic medicine, has graduated 14,944 D.O.s in its 115-year history.

### 2005 students per specialty

Specialty	Number	Percent
Anesthesiology	10	7
Emergency Medicine	13	9
Family Practice	31	22
Family Practice/Emergency Medicine	1	1
Family Practice/OMM	2	1
General Surgery	7	5
Internal Medicine	4	3
OB/GYN	4	3
OOP/Oto-facial Plastic Surgery	2	1
Orthopedics	2	1
Otolaryngology	1	1
Pathology	1	1
Pediatrics	8	6
Physical Medicine & Rehab	2	1
Proctology	1	1
Psychiatry	3	2
Radiology	4	3
Traditional Rotating	25	18
Transitional	6	4
<b>Total</b>	<b>141</b>	<b>100</b>

### Annual Fund - KCOM Alumni and Kirksville Faculty and Staff



## Integrity & Compassion

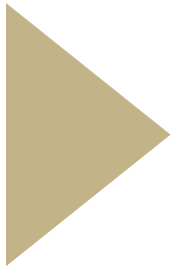
“I trained to be a CASA volunteer in August 2006 and was sworn in September 2006,” says Ashley Flannery, MS II. “CASA has given me the opportunity to supplement my medical training with lessons that cannot be taught in a classroom, lessons on justice, human behavior, and courage. The relationship I have developed with my child allows me to maintain perspective on the outside world despite the demands of medical school.”



CASA’s (Court Appointed Special Advocates) mission, together with its state and local members, is to support and promote court-appointed volunteer advocacy for abused and neglected children so that they can thrive in safe, permanent homes. Today, there are more than 50,000 advocates serving in 948 state and local program offices nationwide.

# SHM

## Year in Review



The School of Health Management was opened in 1999 offering four Masters programs to 23 students. Today, our programs of study have grown to four master's and one doctoral degree with over 425 students taking classes all in an online format. SHM programs complement the University's mission of training its constituencies to become leaders who improve community health and wellness with a comprehensive appreciation of the interaction of body, mind, and spirit.

The student body has representatives from 42 states and several foreign countries, with approximately 63 percent of our students being female. Our 60 faculty members hail from 13 different states and five foreign countries.

### Overall 81 percent increase in enrollment

- ▶ Male Students: 37%
- ▶ Female Students: 63%

### Percentage of students by program

- ▶ Public Health: 58%
- ▶ Health Administration: 23%
- ▶ Non Degree Seeking: 14%
- ▶ Geriatric Health: 5%

### Fall 2006

- ▶ 335 Students
- ▶ 145 Continuing Students
- ▶ 82 New Students
- ▶ Withdraw Rate: 12.7%

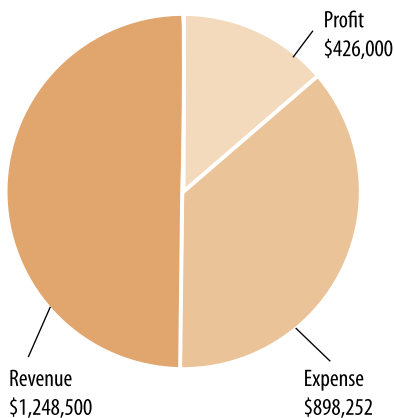
### Spring 2006

- ▶ 256 Students
- ▶ 198 Continuing Students (87.2% continuing)
- ▶ 49 New Students
- ▶ Withdraw Rate: 10.9%

### SHM Programs

- ▶ Doctorate Health Education (D.H.Ed.)
- ▶ Master Geriatric Health (M.G.H.)
- ▶ Master Health Administration (M.H.A.)
- ▶ Master Health Education (M.H.Ed.)
- ▶ Master Public Health (M.P.H.)

Revenue & Expenses 2005-06



# ASHS Year in Review

Accreditation and evaluation have been the keywords this past year at Arizona School of Health Sciences. New accreditation for Audiology and reaccreditation for Physician Assistant and a new process started for strategic planning and faculty evaluation are moving our school forward.

## ASHS enrollment

- ▶ 5% increase in enrollment
- ▶ Male Students: 340 (28%)
- ▶ Female Students: 862 (72%)

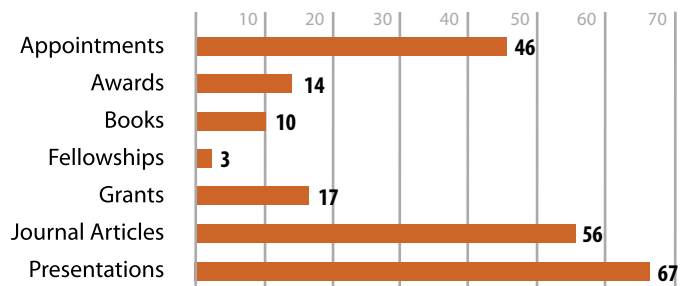
## Most popular programs

- ▶ Audiology - 491 students
- ▶ Physical Therapy - 176 students
- ▶ Physician Assistant - 98 students

## ASHS Programs

- ▶ Doctor of Audiology (Au.D.)
- ▶ Doctor of Physical Therapy (D.P.T.)
- ▶ Athletic Training (M.S.)
- ▶ Occupational Therapy (M.S.)
- ▶ Human Movement (M.S.)
- ▶ Physician Assistant (M.S.)

## ASHS Faculty Excel in Scholarship and Leadership



## Integrity

A member of the Cherokee Nation of Oklahoma, Amanda Oxford remembers her grandmother's way of medicine, "She was a very intelligent woman, I watched as she provided natural remedies to numerous family members. These experiences sparked my interest in the health care

field," explains Oxford, "Early on I wanted to be in pharmacology. But when given the opportunity to experience one-on-one care, I chose to be a PA."

With ambitions of moving back home to Tahlequah, Okla., Oxford, 24, says she hopes to work in family/

internal medicine for tribal and federal institutions.

She is proud to continue her grandmother's legacy and hopes to inspire others to serve Native American Indians.





# ASDOH & Dental Clinic Year in Review

Arizona School of Dentistry & Oral Health (ASDOH) welcomed the class of 2010 on July 17, 2006, which means program enrollment is finally at full capacity for all four years. ASDOH graduates its first-ever class this spring.

## ASDOH

- ▶ 27% increase in applicants
- ▶ Male Students: 114 (61%)
- ▶ Female Students: 73 (39%)

## Class of 2007

- ▶ Applications received: 1,220
- ▶ Applicants interviewed: 256
- ▶ Offers: 80

## Class of 2008

- ▶ Applications received: 1,870
- ▶ Applicants interviewed: 358
- ▶ Offers: 91

## Class of 2009

- ▶ Applications received: 2,291
- ▶ Applicants interviewed: 398
- ▶ Offers: 78

## Class of 2010

- ▶ Applications received: 2,915
- ▶ Applicants interviewed: 349
- ▶ Offers: 87

## Highlights:

- ▶ Dedicated the Dental Special Care Area within the ASDOH Clinic on the Mesa Campus funded with more than \$822,000 in gifts and pledges. (\$507,000 received to date.)
- ▶ 17 new Founding Members, bring the total to 91 members – totaling more than \$680,000 in new pledges.
- ▶ Received a pledge commitment of \$670,000 from Nobel Biocare, which includes cash, equipment, and product.



ASDOH is Arizona's first and only dental school.



### Dental Clinic Highlights:

*From 07/01/05 – 12/1/05*

- ▶ The ASDOH Clinic had a total of 5,128 patients seen in the clinic.
- ▶ The Oral Surgery Clinic had a total of 722 patients seen in the clinic.

*From 07/01/06 – 12/01/06*

- ▶ The ASDOH Clinic had a 69% increase in new patients from this time period last year.
- ▶ The Oral Surgery Clinic had a 75% increase in new patients from this time period last year.
- ▶ The Pediatric Clinic had a 29% increase in new patients from this time period last year.

### Patients served:

- ▶ Children, adults, elderly, and adults with special needs.
- ▶ Patients with and without insurance.

### Special Care Unit Highlights:

- ▶ Number of referrals when the clinic started seeing patients (10/06) = approximately 100.
- ▶ Number of referrals at present (1/1/07) = nearly 780.
- ▶ Number of patients seen per week when the clinic was just starting to see patients (10/06) = about 8/week.
- ▶ Number of patients seen per week at present (1/1/07) = about 40/week.

### Diversity of the patients seen in the Special Care Clinic:

- ▶ Disabilities ranging from mildly developmentally delayed to physical disabilities such as epilepsy to severely impaired and medically compromised.

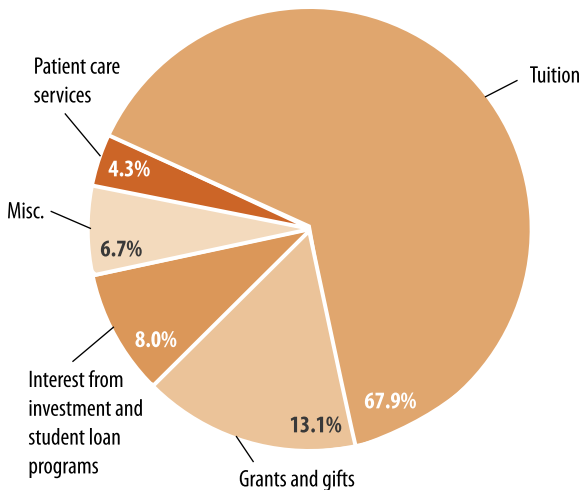
## Compassion



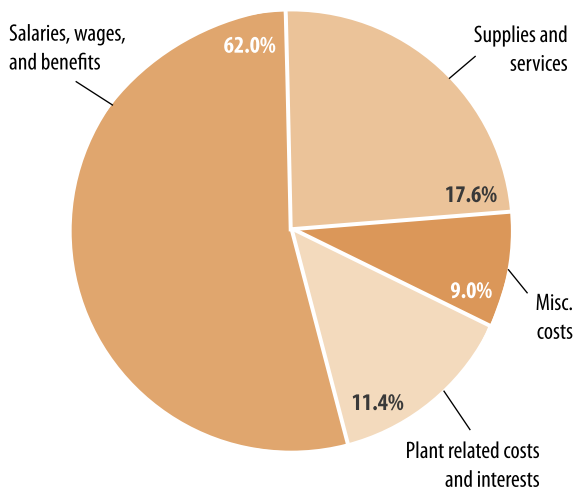
Access to dental care is an important issue to many people. It is an especially important issue for the disabled – many of who are refused care by dentists unable or unwilling to provide treatment. The Barney's brought their adopted son to the ASDOH clinic. "Up until now, it has been so difficult to find anyone to work on him. No one seems to have the skills to work on such challenged individuals. For the last 10 years, his dental care has mainly been on a crisis basis. This place [the ASDOH Dental Clinic] has been just a miracle, a breath of fresh air. The people here know how to take care of him and care. Everyone is so friendly and so helpful. We are just totally impressed and thankful that a facility like this is in our Valley."

# ATSU Financial Report

## Income



## Expenditures



## Income

Interest from investment and student loan programs .....	8.0%
Patient care services .....	4.3%
Miscellaneous .....	6.7%
Grants and gifts.....	13.1%
Tuition .....	67.9%

## Expenditures

Salaries, wages, and benefits .....	62.0%
Supplies and services.....	17.6%
Plant related costs and interest .....	11.4%
Miscellaneous costs.....	9.0%
(Travel, scholarships, postage, telephone, and advertising)	

## Finance

Fiscal year ended with \$4.9 million gain. Endowment increases from \$49.9 million to \$53.7 million.

Educational expenditures accounted for 91.4 percent of total expenditures, while development and auxiliary expenditures accounted for 7.5 percent and 1.1 percent respectively.

As the University enters its 115th year of teaching osteopathic principles, the following is a summary of major capital improvements and growth in endowments during the past decade. It does not include deferred gifts, such as unitrusts, life annuities, life insurance policies, or long-term leases.

Increase in property, plant, and equipment .....	<b>\$27,300,000</b>
Increase in endowments including quasi-endowments.....	<b>\$21,900,000</b>
10-year total .....	<b>\$49,200,000</b>

*Financial report information provided by Monnie Harrison, Treasurer*

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(Interim Chair)  
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Physician Assistant Studies

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Tabitha Parent-Buck, Au.D.  
Audiology

Eric L. Sauers, Ph.D., ATC, CSCS  
Interdisciplinary Health Sciences/  
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